

Daily Lesson Plan

Instructor(s): 7 th Grade ELA Unit 3: Prentice Hall: Nonfiction	Date:
Lesson: Unit 3 (Nonfiction)- From “Freedom Walkers: The Story of the Montgomery Bus Boycott” by Russell Freedman (Exemplar)	Unit 3: Prentice Hall: From “Freedom Walkers” by Russell Freedman (Exemplar)
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): What should we learn?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: <i>This excerpt is from a nonfiction book about a famous boycott. A boycott is a form of protest in which people refuse to buy a particular product or use a particular service. This part of the excerpt is the book’s introduction. The second part tells the story of a woman who decided to participate in the boycott.</i></p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. • Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>CCLS for lesson: Standards:</p> <p>RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10;</p> <p>RL.7.10; RL.7.3;</p> <p>W.7.1; W.7.1.b; W.7.2; W.7.4; W.7.5; W.7.8; W.7.9; W.7.9.b</p> <p>SL.7.1; SL.7.1.b; SL.7.2; SL.7.3; SL.7.4</p> <p>L.7.1-L.7.6</p>	
<p>Materials/Resources: Prentice Hall Literature Grade 7. p. 413-414</p> <p>Other resources: Rosa by Nikki Giovanni</p> <p>Video highlighting the Montgomery Bus Boycott- can be accessed from Netflix or History Channel or DVD.</p> <p>Teacher can also use any video focusing on Civil Rights.</p>	
<p>Instructional Strategies (Differentiation of Teaching and/or activities):</p> <p>Whole Group-Tell students that in Unit 3 we will explore elements of nonfiction. Nonfiction is writing about actual people, ideas, and events.</p> <p>Tell students that there are two categories of nonfiction:</p> <ul style="list-style-type: none"> • Functional Texts and Literary Nonfiction <p>Types of Nonfiction</p> <ul style="list-style-type: none"> • Expository • Persuasive 	

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- Narrative
- Descriptive
- Reflective
- Humorous
- Analytical

Forms of Literary Nonfiction

- Articles
- Essays
- Speeches

Have students preview and review the selection vocabulary.
Students will incorporate the vocabulary in their written responses.

Teacher explains certain terms needed for comprehension of the selection from “Freedom Walkers”.
Civil Rights, Racial Segregation, Jim Crow, Discriminate Against, White Supremacy, Poll Tax.

Teacher reminds students that the author’s purpose is the main reason he or she is writing. Teacher reviews “Clues to Author’s Purpose on page 412 in PHL Teachers Edition.

Before reading selection-provide students with a background/overview of the Montgomery Bus Boycott.
Use the following link to learn more...

http://www.historylearningsite.co.uk/montgomery_bus_boycott.htm

Teacher can print out article from the link provided. Students read and review article and analyze the author’s purpose while also receiving knowledge on topic.

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
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Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

Use appropriate transitions to the coherence of written texts.

Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

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	<p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
<p style="text-align: center;">Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)</p>	
<p>Vocabulary:</p>	<p>analyze, discover, evaluate, examine, explore, facts, inquire, investigate, curiosity, experiment, information, interview, knowledge, question, understand, civil rights, “Jim Crow” laws, prejudice, “white supremacy”, poll tax, racial segregation.</p>
<p>Do Now:</p>	<p>What was the Montgomery Bus Boycott? Write down any prior knowledge or experience you recall having to do with the Montgomery Bus Boycott.</p>
<p>Mini Lesson: <i>Steps for Building Background</i></p>	<p>Note Taking: Cornell Note-Taking Method Use the article “Montgomery Bus Boycott” (see link above) to discuss certain points of the boycott.</p> <p>Suggested Discussion questions: According to the article when did the boycott take place? Why were African Americans considered “second class” citizens? What are your initial thoughts about Claudette Colvin as the first individual to not give up her seat and move to the back of the bus?</p> <p>OR</p> <p>If applicable, teacher can complete a Read Aloud excerpt from the book “Rosa” by Nikki Giovanni. Title: “Rosa” Author: Nikki Giovanni Genre: Realistic Fiction/Historical Fiction After reading the book, discuss the following:</p> <ul style="list-style-type: none"> • Discuss the types of jobs that Mr. and Mrs. Parks worked. Were they wealthy people? Were they active in politics or community affairs? • Discuss with students the reality of segregation in the south. Talk about the typical bus ride for an African American in the south at that time. • What was Rosa thinking about that enabled her to be so courageous and stay in her seat on the bus? When presented with injustice, even in small circumstances, could you stand up for what is right? Talk about injustices that you may be witnessing in your community today. What could you do about it? • Why did the policeman call Rosa “Auntie?” • Discuss the term boycott. • Why was what Jo Ann Robinson did so important? How did it make what Rosa did have so much more impact? • Why was Dr. Martin Luther King, Jr. able to take the bus boycott to a national level? What else do you know about Dr. King? • How do we know the boycott was successful? <p>Discuss the quote on the last page of the book. “The integrity, the dignity, the</p>

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<p>Mini Lesson: <i>Steps for Building Background</i></p>	<p>Note Taking: Cornell Note-Taking Method Use the article “Montgomery Bus Boycott” (see link above) to discuss certain points of the boycott.</p> <p>Suggested Discussion questions: According to the article when did the boycott take place? Why were African Americans considered “second class” citizens? What are your initial thoughts about Claudette Colvin as the first individual to not give up her seat and move to the back of the bus?</p> <p>OR</p> <p>If applicable, teacher can complete a Read Aloud excerpt from the book “Rosa” by Nikki Giovanni. Title: “Rosa” Author: Nikki Giovanni Genre: Realistic Fiction/Historical Fiction After reading the book, discuss the following:</p> <ul style="list-style-type: none"> • Discuss the types of jobs that Mr. and Mrs. Parks worked. Were they wealthy people? Were they active in politics or community affairs? • Discuss with students the reality of segregation in the south. Talk about the typical bus ride for an African American in the south at that time. • What was Rosa thinking about that enabled her to be so courageous and stay in her seat on the bus? When presented with injustice, even in small circumstances, could you stand up for what is right? Talk about injustices that you may be witnessing in your community today. What could you do about it? • Why did the policeman call Rosa “Auntie?” • Discuss the term boycott. • Why was what Jo Ann Robinson did so important? How did it make what Rosa did have so much more impact? • Why was Dr. Martin Luther King, Jr. able to take the bus boycott to a national level? What else do you know about Dr. King? • How do we know the boycott was successful? <p>Discuss the quote on the last page of the book. “The integrity, the dignity, the quiet strength of Rosa Parks turned her no into a YES for change.” What does this statement convey? Do you agree with it? How can those three characteristics be so influential?</p> <p>Then students begin reading the selection “Freedom Walkers”</p>
<p style="text-align: center;">Students Practice & Apply New Knowledge (60% of the Lesson)</p>	
<p>Group Work and/or Independent Work:</p>	<p>Tier II Explain the poll tax? Why do you think it was instituted?</p> <p>Tier I Discuss Jo Ann Robinson. Why did she join the bus boycott? What do you think she meant when she stated “...a deep hurt that would not heal?”</p>

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Oral/Written Reflection <i>New Learning</i>	Homework: Writing: Respond to the Big Question: “What should we learn”? discuss what you have learned.
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